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| ndcrest_m | **SCHOOL OF EDUCATION****LESSON PLAN** (All school experiences other than Internship) |

### LESSON ORGANISATION

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| **Year Level: 9 Time**: 9 – 9:50 **Date**: 3/3/2010  **Learning Area**: English | **Students’ Prior Knowledge:**   * Read Goldilocks for homework from previous lesson * Comprehend Goldilocks * Understand different writing techniques and how they are used in fairy tales * Brief comprehension of the main characters in the novel |
| **Lesson Topic**: Goldilocks and the Three Bears, creative understanding |  |
| Based on Curriculum Framework:  **Circle Value/s to be taught: 1 2 3 4 5 Indicate Value/s aspects: 1.6, 2.4** | |
| **Overarching Learning Outcomes (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13** | |
| Based on Progress Maps/Outcomes & Standards Framework  **Outcome Level Description: Level 4 Reading 4.1, 4.2, 4.3**  The student understands how language structures and conventions work to shape meaning; recognises that texts are constructed for particular audiences, contexts and purposes; and justifies their own interpretation of ideas, information and events in text. | |
| Based on Curriculum Guide/Elaborated Curriculum Guide, DET Syllabus or RE Syllabus  **Lesson Objectives (i.e. anticipated outcomes of this lesson, in point form)**  *As a result of this lesson, students will be able to:*   * Understand the creative side of Goldilocks * Understand how Goldilocks can be related altered to become something entirely different * Comprehend how different representations can affect the viewers understanding and interpretation * Understand the idea that because something is written it does not mean it cannot be altered in some way. | |
| **Teacher’s Prior Preparation/Organisation:**   * Have spare copies of Goldilocks printed (one between two) * Prepare power point highlighting certain techniques and how they are used – mainly visual images. * Book room with a computer/interactive whiteboard/projection screen. * Prepare You Tube video of Goldilocks the twisted version. (<http://www.youtube.com/watch?v=jOma745_v-Y>) * Worksheet with table of similarities and differences/ compare and contrast. * Example planning for alternate ending for Goldilocks | **Provision for Learner Diversity/Educational Risk**:   * Magnifying glass or larger print worksheets for students with disabilities * Different worksheets with prompting questions for students working at slightly different levels if need be * Extension work (Wiki idea of creative writing for homework as extension) |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | |
| **Assessment of Lesson Objective and Suggestions for Improvement**: | |
| **Teacher self-reflection and self-evaluation**: | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time**  **9:00am**  **9:03am**  **9:05am**  **9:19am**  **9:29am**  **9:35am**  **9:40am**  **9:42am**  **9:44am**  **9:48am** | **Motivation and Introduction:**   * As students are entering have slide show presentation on screen with image of Goldilocks and the Three Bears standard photo. * Dim the lights and tell students to remain silent and watch the following video   **Lesson Steps** (Lesson content, structure, strategies & key questions):   * Settle students and distribute worksheets on comparisons and contrasts between the different versions. Get students to leave the worksheets fact down on desk and while the class discusses what they viewed from the previous footage - Was it positioning them in any way to react specifically? - Did the video make a happy fairy tale appear different? - How did this video challenge their existing views of the traditional fairy tale? * Comparing and contrasting the two separate stories. - What was it about the video that was different to the text? - How was this achieved? - Did the fact there was no colours affect the way we are positioned to react to the characters? - What were some similarities? – Use of the phrase ‘just right’? Using the way Goldilocks reacted to the porridge as the way the bears reacted to her. * Students are to be given individual time to fill out worksheet with some of the information they have gathered over the conversations that they have been having – power point presentation with brief images used as a reference for students. * Collaborative discussion about which version students preferred and why - What was it you liked or didn’t like about each version? - Why did it make you respond that way? * Recap of how these things can all affect the way a viewer interprets and understands the text that they are reading. * Show students online on their wiki account what they are to complete for homework for the following lesson – Creative planning for their own written alternate ending for Goldilocks  - Show teachers example so students can understand where they are coming from   **Assessment**:   * Brain storming of some possible ideas for students that may be having difficulty thinking up ideas - Make list on the board for students to copy down if they want to or not for later ideas * Tell students to write down their homework in diaries before leaving as some students will be selected to read out their planning and ideas for their alternate ending   **Lesson Closure:**   * Students are to show their diaries before leaving the class to show they have written down their work | **Resources/References**  **Power point presentation**  **YouTube video – twisted Goldilocks**  **Power Point presentation with different images of Goldilocks.** |